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ABSTRACT

Designed for use as a part of the Work Maturity Skills Training Program, this unit consists of instructional materials dealing with accepting responsibility. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Addressed in the individual lessons are the following competencies: (1) using initiative (anticipating responsibilities on the job and being willing to perform one's scope of work); (2) using problem solving techniques (analyzing problems, identifying and choosing among alternatives, and devising a plan of action); and (3) managing personal finances). Each lesson consists of a performance objective, learning activities, information sheets, worksheets, and evaluation checklists. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

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COMPETENCY 6.0: ACCEPT RESPONSIBILITY

TASK 6.01: Use Initiative

OPERATIONAL UNIT 6.01A: **Anticipate Responsibilities on the Job**

Performance Objective: *Given work in this training program (or in a job),*

the learner will be able to identify his or her responsibilities and give reasons why all workers should strive to assume their responsibilities

to the satisfaction of the instructor.

STEP 1. Identify designated responsibilities.

a. Find out the meaning of designated responsibilities. Read Part A of Information Sheet 6.01A.

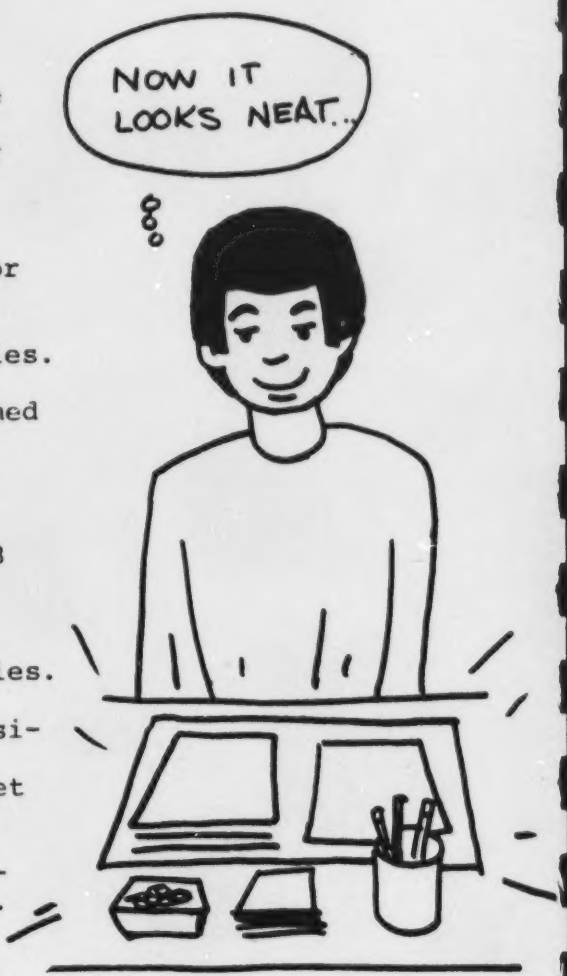
b. Find out the responsibilities you have in this training program. Talk with your instructor. (Or find out your responsibilities in your job. Talk with your supervisor.)

c. List your responsibilities on Part 1 of Worksheet 6.01A. For example:

- Be on time.
- Have pen or pencil.
- Respect property.
- Complete ten operational units.

d. Identify the person(s) who gave you each responsibility. Do Part 2 of Worksheet 6.01A. For example:

- Be on time--CETA director
- Have pen or pencil--Instructor



STEP 2. Identify assumed responsibilities.

a. Find out what is meant by assumed responsibilities. Read Part B of Information Sheet 6.01A.

b. List some responsibilities you assume in your work. Do Part 3 of Worksheet 6.01A.

STEP 3. Strive to assume responsibilities.

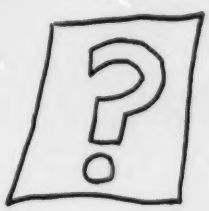
a. Find out how designated responsibilities can also be assumed. Read Part C of Information Sheet 6.01A.

b. List three designated responsibilities that you have assumed. Do Part 4 of Worksheet 6.01A.

c. Explain why it is important to assume your responsibilities. Do Part 5 of Worksheet 6.01A.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.



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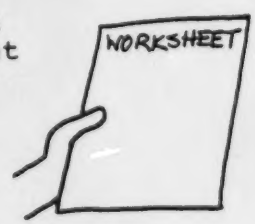


2 After the instructor verifies each item on the checklist, begin another unit.

INFORMATION SHEET 6.01A

Part A

What are designated responsibilities?

- Responsibilities are things you should do.
- Designated means to give a name to; to specify.

Designated responsibilities are specific things you should do. They are things that other people tell you to do.

Example:

Responsibility	Given by:
1. Complete an operational unit.	CETA Director Instructor
2. Sell an item.	Store supervisor Customer
3. Shovel snow.	Parent Spouse Landlord Custodian

Part B

What are assumed responsibilities?

- Responsibilities are things you should do.
- Assumed means to undertake; to take on.

Assumed responsibilities are things you do because you think you should.

(Continue reading)

Example:

You are pouring yourself a cup of coffee. You spill some of the coffee onto the floor. No one is around the coffee pot except you.

You clean up the mess.

Why? Because you think it is the right thing to do. You do it because of your own thoughts and feelings--not because someone told you to do it.

Part C

How can you assume designated responsibilities?

You can do this when you feel it is important to do the things you are told to do.

Example:

Responsibility:	To observe traffic laws when driving a car.
Designated:	You observe the laws because . . . 1. state and federal governments have said you must, and 2. police officers enforce the laws.
Assumed:	You observe the laws because you believe they are good ones. You believe they help prevent accidents and injuries or deaths.

Example:

Responsibility:	To greet customers.
Designated:	You greet customers because it is your job. Your supervisor told you to do it.
Assumed:	You greet customers because you want to welcome them. You want to show them you are happy to be of help. You want to do your job in the best possible way.

WORKSHEET 6.01A

Part 1

List responsibilities you have in this training program. List as many things as you can remember.

Part 2

List persons who have given you each responsibility.

Part 3

List some responsibilities you assume in your work.

Example: Being pleasant to other participants or to co-workers. Saying things like "please" and "thank you."

Part 4

List three designated responsibilities that you have assumed. Think about the examples given on Part C of Information Sheet 6.01A.

1.

2.

3.

Part 5

Why should you try to assume designated responsibilities? Will you feel better about your work? Will you do a better job? Will you feel better about yourself? Why?

Write a paragraph below. Explain why it is important to try to assume designated responsibilities.

Evaluation Checklist

COMPETENCY 6.0: ACCEPT RESPONSIBILITY

TASK 6.01: Use Initiative

OPERATIONAL UNIT 6.01A: Anticipate Responsibilities on the Job

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Identify designated responsibilities?	☐
☐	2. Identify assumed responsibilities?	☐
☐	3. Strive to assume responsibilities?	☐

Instructor_____

COMPETENCY 6.0: ASSUME RESPONSIBILITIES

TASK 6.01: Use Initiative

OPERATIONAL UNIT 6.01B: Be Willing to Perform Your Scope of Work

Performance Objective: *Given responsibilities,*

the learner will be able to identify ways in which fulfilling or failing to fulfill responsibilities affects self and others and take steps to become more responsible

to the satisfaction of the instructor.

STEP 1. Determine who is counting on you.

a. Identify ways in which people count on each other to fulfill their responsibilities. Do the activity on Part 1 of Worksheet 6.01B.

b. Make a list of your responsibilities. Record it on Part 2 of Worksheet 6.01B. (You may use your list on Worksheet 6.01A.)

c. List the people who are counting on you to fulfill each responsibility. Do Part 3 of Worksheet 6.01B.

STEP 2. Identify consequences (effects) of failing to fulfill a responsibility. Ask yourself, "What will happen if I fail to . . . "

a. Think about your responsibility in this training program. Think about the people who are counting on you to do well. Read your completed Parts 2 and 3 of Worksheet 6.01B.

b. Think about the consequences of failing to fulfill each responsibility. For example, I will . . .

- disappoint my family
- lose my self-esteem
- lose hope for employment

c. Discuss the consequences with other participants.

d. List the consequences on Part 4 of Worksheet 6.01B.

STEP 3. Avoid making excuses.

a. List three tasks you dislike. (These can be tasks at home, at work, or in this training program.) List them on Part 5 of Worksheet 6.01B.

b. List excuses you use to avoid doing tasks. For example,

- if I just had more time
- if other people had done their work
- if I weren't having personal problems

List these excuses on Part 6 of Worksheet 6.01B.

c. Think of the real reasons why you fail to complete work. Write these reasons on Part 7 of Worksheet 6.01B.

d. Plan ways you can change your work habits. Look at your list of reasons for avoiding work. Think of ways you can overcome these obstacles. List three steps of your plan. Do Part 8 of Worksheet 6.01B.

e. Practice following your plan, especially when you must do tasks you dislike.

STEP 4. Identify benefits of responsible behavior.

a. Find out ways in which handling responsibility can affect employment. Talk with your instructor. Talk with your supervisor or a counselor.

b. List the benefits of doing good work. For example,

- pay raises
- promotions
- respect from others

Do Part 9 of Worksheet 6.01B.

c. Discuss ways in which successful work affects one's feelings. Talk with other participants. Consider the following:

- job satisfaction
- feelings of accomplishment
- self-respect
- respect of co-workers

d. List feelings that result from doing good work. Do Part 10 of Worksheet 6.01B.

STEP 5. Choose values that support responsible behavior. (Values are things that are important to you.)

a. Read the list of values on Part 11 of Worksheet 6.01B.

b. Check the values that promote responsible behavior. Ask, "Will this value help me fulfill my task responsibilities? my responsibilities to other people?

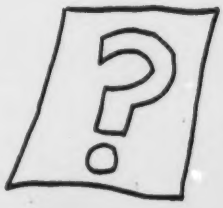
c. Identify the values you have accepted. Draw a line through them.

d. Identify the values you had not considered before this exercise. Read the values you have not crossed out.

e. Discuss the importance of the remaining values. Talk about this topic with other participants. Find out if you can accept the remaining values.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.



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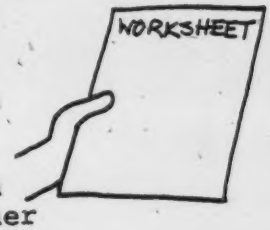


After the instructor verifies each item on the checklist, begin another unit.

WORKSHEET 6.01B

Part 1

Read each situation described below. Then, underline the people who are counting on you. Discuss your answers with another participant.

Situation 1:

You buy a loaf of bread at the store. The clerk gives you too much change. You know you should be honest and return the extra money. Who is counting on you?

Situation 2:

Members of your church are hoping to sell many items at the fall bazaar. They will use the money they make to help feed the poor. You have been asked to make candles to sell at the bazaar. You agree to do it. Who is counting on you?

Situation 3:

The president of the United States asks all people to conserve energy. Your family's heating bill is very high this winter. You know you should turn down the thermostat and put on a sweater. Who is counting on you?

Part 2

List your responsibilities below.

Part 3

List the people who are counting on you to fulfill each responsibility.

Part 4

List the consequences of failing to fulfill each of your responsibilities.

Part 5

List three tasks you dislike.

19

Part 6

List excuses you use to avoid doing tasks.

Part 7

List reasons why you fail to complete responsibilities.

20

Part 8

List three steps you can take to complete your responsibilities.

Part 9

List some benefits of doing good work.

Part 10

List feelings you have when you fulfill your responsibilities.

Part 11

Values:

learning
doing well
having fun
helping others
feeling important
succeeding
doing quality work
making money
honesty
peace
security
satisfaction
power

Evaluation Checklist

COMPETENCY 6.0: ASSUME RESPONSIBILITIES

TASK 6.01: Use Initiative

OPERATIONAL UNIT 6.01B: Be Willing to Perform Your Scope of Work

YOUR CHECKLIST		Did you:	INSTRUCTOR CHECKLIST
☐	1.	Determine who is counting on you?	☐
☐	2.	Identify consequences of failing to fulfill a responsibility?	☐
☐	3.	Avoid making excuses?	☐
☐	4.	Identify benefits of responsible behavior?	☐
☐	5.	Choose values that support responsible behavior?	☐

Instructor_____

COMPETENCY 6.0: ACCEPT RESPONSIBILITY

TASK 6.02: Use Problem-Solving Techniques

OPERATIONAL UNIT 6.02A: Analyze the Problem

Performance Objective: *Given a problem situation,*

the learner will be able to identify the problem and its causes and effects

to the satisfaction of the instructor.

STEP 1. Define the problem.

a. Find out about the situation. Read Part A of Information Sheet 6.02A.

b. Identify the problem. Think about the main difficulty in the situation. Discuss the situation with another participant.

c. State the problem in one sentence. Do Part 1 of Worksheet 6.02A.

STEP 2. Collect facts about the situation.

a. Talk with workers involved in the situation. Read Part B of Information Sheet 6.02A.

b. List facts about workers' feelings. Ask yourself, "How do workers feel about their work?" Do Part 2 of Worksheet 6.02A.

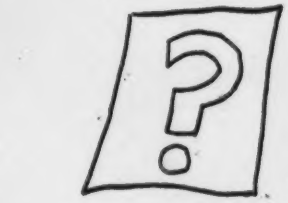
c. List facts about workers' actions. Ask yourself, "How do workers show their feelings and attitudes?" Do Part 3 of Worksheet 6.02A.

STEP 3. Evaluate the information.

a. Read the facts again. Re-read Parts A and B of Information Sheet 6.02A.

b. Identify the cause(s) of the problem. Ask yourself, "Why did the problem occur?" Discuss this question with another person. Then, do Part 4 of Worksheet 6.02A.

c. Identify the effects of the problem. Ask yourself, "What is happening because the problem exists?" Discuss the question with another person. Then, do Part 5 of Worksheet 6.02A.



NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

INFORMATION SHEET 6.02A

Part A: Problem Situation

You are a manager at SENTO Research. You supervise Carl Holmes.

Carl Holmes operates an offset press. He prints all of SENTO's newsletters, reports, and instruction guides. Carl has two people working for him.

Last month another press operator worked with Carl. But she quit to move out of town. So now Carl does all the work. The machine he uses is good. But it does not print as fast as some of the new machines. Carl works hard. But he is not getting the work done on time. There is just too much to do. SENTO staff members are complaining. SENTO's customers are complaining. They all want their work done on time. Carl is under a lot of pressure.

Carl has always been very responsible about his work. Until now his work was always finished on time. Carl works from 8:00 a.m. to 5:00 p.m., Monday through Friday. He does not work at the press all day. He spends about one hour a day binding books . . . and two hours a day folding and stapling mailers.

Part B: Workers

Carl is getting discouraged. He works hard to finish the tasks. But there is just too much for him to do. He feels annoyed when people bring him work to be done. He speaks sharply to them and his workers. Carl frowns a lot. He looks like he is angry much of the time.

Carl's staff is disgusted with Carl's attitude. They do not like it when Carl gets annoyed. They are doing their work. "What more does he want?" Carl's staff is also bored. They finish the work Carl gives them each day. And they have time left over. Sometimes they play cards. They don't know what else to do.

WORKSHEET 6.02A

Part 1

State the problem in one sentence.

Problem: _____

Part 2

Describe the feelings of the workers.

Carl:

Carl's staff:

Part 3

Describe some actions that show the workers' feelings and attitudes.

Carl:

Carl's staff:

Part 4

State some causes of the problem. Why did it occur?

Part 5

State some effects of the problem. What is happening because the problem exists?

Evaluation Checklist

COMPETENCY 6.0: ACCEPT RESPONSIBILITY

TASK 6.02: Use Problem-Solving Techniques

OPERATIONAL UNIT 6.02A: Analyze the Problem

YOUR CHECKLIST		Did you:	INSTRUCTOR CHECKLIST
☐	1.	Define the problem?	☐
☐	2.	Collect facts about the situation?	☐
☐	3.	Evaluate the information?	☐

Instructor_____

COMPETENCY 6.0: ACCEPT RESPONSIBILITY

TASK 6.02: Use Problem-Solving Techniques

OPERATIONAL UNIT 6.02B: **Identify and Choose Among Alternatives**

Performance Objective: *Given a problem and facts about its causes and effects,*

the learner will be able to identify options and choose a solution

to the satisfaction of the instructor.

STEP 1. Identify ways to solve a problem.

a. Study the problem and its causes and effects. Study the problem from Operational Unit 6.02A. It is repeated on Information Sheet 6.02B.

b. Ask yourself, "What can I do to solve the problem"

c. Discuss the question with another participant.

d. Identify some ways to solve the problem. Do Part 1 of Worksheet 6.02B.

STEP 2. List outcomes of each choice.

a. Read each option.

b. Ask yourself, "What will happen if . . . ?"

c. Answer the question for each option. Write the answer on Part 2 of Worksheet 6.02B.

35

STEP 3. Identify how your values relate to each option.

a. Identify the things that are important to you. Read the values on Part B of Information Sheet 6.02B.

b. Check the ten values that are most important to you.

c. Compare your values with each option. "Do your values fit with your options?"

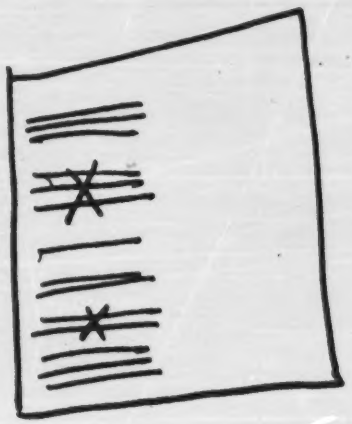
d. Cross out options that do not agree with your values.

STEP 4. Choose a solution.

a. Re-read the options you are still considering.

b. Discuss with another participant the benefit of each option.

c. Select one of the options. Make a choice. Circle it on Worksheet 6.02B.



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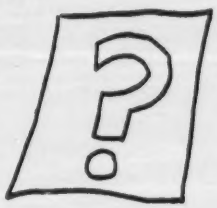

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After the instructor verifies each item on the checklist, begin another unit.

INFORMATION SHEET 6.02B

Read about the problem situation. Then read the problem analysis.

Part A

Problem Situation:

You are a manager at SENTO Research. You supervise Carl Holmes.

Carl Holmes operates an offset press. He prints all of SENTO's newsletters, reports, and instruction guides. Carl has two people working for him.

Last month another press operator worked with Carl. But she quit to move out of town. So now Carl does all the work. The machine he uses is good. But it does not print as fast as some of the new machines. Carl works hard. But he is not getting the work done on time. There is just too much to do. SENTO staff members are complaining. SENTO's customers are complaining. They all want their work done on time. Carl is under a lot of pressure.

Carl has always been very responsible about his work. Until now his work was always finished on time. Carl works from 8:00 a.m. to 5:00 p.m., Monday through Friday. He does not work at the press all day. He spends about one hour a day binding books . . . and two hours a day folding and stapling mailers.

Workers:

Carl is getting discouraged. He works hard to finish the tasks. But there is just too much for him to do. He feels annoyed when people bring him work to be done. He speaks sharply to them and his workers. Carl frowns a lot. He looks like he is angry much of the time.

Carl's staff is disgusted with Carl's attitude. They do not like it when Carl gets annoyed. They are doing their work. "What more does he want?" Carl's staff is also bored. They finish the work Carl gives them each day. And they have time left over. Sometimes they play cards. They don't know what else to do.

Problem Analysis:

Problem: Carl is not getting the work done.

Causes of the problem:

1. Carl has too much work for one person to do.
2. There is only one operator.
3. The printing machine is slower than the newer models.

Effects of the problem:

1. SENTO staff members are not getting their materials.
2. SENTO customers are not receiving their materials.
3. Carl is discouraged and annoyed at other workers.
4. Carl speaks sharply to others and looks unpleasant.
5. Carl's staff is disgusted with Carl's attitude.

Part B

Read the list of values below. (Values are things that are important to you.) Think about your values. What is most important to you?

money	wisdom
doing a good job	creativity
keeping a promise	letting others know that they are important
respecting the skills of others	having fun
caring for others	helping others
honesty	pleasant working conditions
safety	obeying
health	staying out of trouble
thanking others	job satisfaction
peace	power
security of others	self-esteem

WORKSHEET 6.02B

Part 1	Part 2
Identify ways you could solve the problem. Check the options you might consider.	Answer this question for each option: What will happen if you . . .
1. Buy a new, faster machine.	1.
2. Hire another press operator to help Carl.	2.
3. Tell customers their materials got lost in the mail.	3.
4. Hire another person to fold and staple in place of Carl.	4.
5. Have staff slip Carl $20 if they want their work done.	5.
6. Assign all folding and stapling to Carl's staff. Keep Carl on the press all day.	6.
7. Ask Carl to work overtime until the work is caught up.	7.
8. Tell Carl he has to work overtime until he is caught up or else get fired.	8.
9. Charge more money for products. Then you will have fewer customers and less printing.	9.
10. Ignore the problem. Go fishing.	10.

Evaluation Checklist

COMPETENCY 6.0: ACCEPT RESPONSIBILITY

TASK 6.02: Use Problem-Solving Techniques

OPERATIONAL UNIT 6.02B: Identify and Choose Among Alternatives

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Identify ways to solve a problem?	☐
☐	2. List outcomes of each choice?	☐
☐	3. Identify how your values relate to each option?	☐
☐	4. Choose a solution?	☐

Instructor _____

COMPETENCY 6.0: ACCEPT RESPONSIBILITY

TASK 6.02: Use Problem-Solving Techniques

OPERATIONAL UNIT 6.02C: **Devise a Plan of Action**

Performance Objective: *Given a problem and a solution, the learner will be able to devise a plan of action to the satisfaction of the instructor.*

STEP 1. Identify the steps you will take to solve the problem.

a. Read the problem and one possible solution. Use the problem and one solution from Operational Unit 6.02B. They are repeated on Information Sheet 6.02C.

b. List on a sheet of paper the steps you will take. Ask yourself, "What will I do?"

STEP 2. Identify the people who are involved.

a. List each worker you must contact.

b. List any other people you must contact.

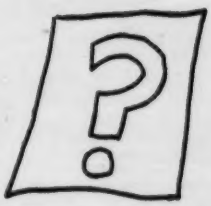
STEP 3. Describe your conversations with staff.

a. Describe things you will say to Carl. Write a short paragraph.

b. Describe things you will say to Carl's staff. Write a short paragraph.

c. Describe things you will say to SENTO's other staff. Write a short paragraph.

d. Describe things you will say to any other people involved. Write a short paragraph.



NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your lists and paragraphs and your evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

INFORMATION SHEET 6.02C

Read about the problem situation. And read about the problem analysis. Read the problem solution that has been given. Use this solution as you proceed with your problem-solving techniques.

Problem Situation:

You are a manager at SENTO Research. You supervise Carl Holmes.

Carl Holmes operates an offset press. He prints all of SENTO's newsletters, reports, and instruction guides. Carl has two people working for him.

Last month another press operator worked with Carl. But she quit to move out of town. So now Carl does all the work. The machine he uses is good. But it does not print as fast as some of the new machines. Carl works hard. But he is not getting the work done on time. There is just too much to do. SENTO staff members are complaining. SENTO's customers are complaining. They all want their work done on time. Carl is under a lot of pressure.

Carl has always been very responsible about his work. Until now his work was always finished on time. Carl works from 8:00 a.m. to 5:00 p.m., Monday through Friday. He does not work at the press all day. He spends about one hour a day binding books . . . and two hours a day folding and stapling mailers.

Workers:

Carl is getting discouraged. He works hard to finish the tasks. But there is just too much for him to do. He feels annoyed when people bring him work to be done. He speaks sharply to them and his workers. Carl frowns a lot. He looks like he is angry much of the time.

Carl's staff is disgusted with Carl's attitude. They do not like it when Carl gets annoyed. They are doing their work. "What more does he want?" Carl's staff is also bored. They finish the work Carl gives them each day. And they have time left over. Sometimes they play cards. They don't know what else to do.

Problem Analysis:

Problem: Carl is not getting the work done.

Causes of the problem:

1. Carl has too much work for one person to do.
2. There is only one operator.
3. The printing machine is slower than new models.

Effects of the problem:

1. SENTO staff members are not getting their materials.
2. SENTO customers are not receiving their materials.
3. Carl is discouraged and annoyed with other workers.
4. Carl speaks sharply to others and looks unpleasant.
5. Carl's staff is disgusted with Carl's attitude.

Problem solution:

1. Assign all folding and stapling to Carl's staff. Keep Carl on the press all day.

Evaluation Checklist

COMPETENCY 6.0: ACCEPT RESPONSIBILITY

TASK 6.02: Use Problem-Solving Techniques

OPERATIONAL UNIT 6.02C: Devise a Plan of Action

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Identify the steps you will take to solve the problem?	☐
☐	2. Identify the people who are involved?	☐
☐	3. Describe your conversations with staff?	☐

Instructor_____

COMPETENCY 6.0: ASSUME RESPONSIBILITIES

TASK 6.03: Manage Personal Responsibilities

OPERATIONAL UNIT 6.03A: **Manage Responsibilities of Family Living**

Performance Objective: *Given a personal life situation,*

the learner will be able to demonstrate effective management of responsibilities related to home, children, and self

to the satisfaction of the instructor.

STEP 1. Identify responsibilities at home.

a. List the household chores you must do in a given week. Keep a sheet of paper at the kitchen counter. List chores on the paper as you think of them . . . or do them. Some ideas are listed on Part A of Information Sheet 6.03A.

b. List responsibilities that relate to children (if you have any). Read the items on Part B of Information Sheet 6.03A.

c. List some personal needs. What is important to your well-being? Read Part C of Information Sheet 6.03A.

STEP 2. Prioritize your responsibilities. (List responsibilities in order of importance.)

a. Review your lists. Think about the importance of each responsibility. Discuss your list with other participants.

b. Place a zero (0) in front of the things you must do each day. Don't forget to include responsibilities for yourself. Everyone needs some special time for him- or herself.

c. Place a one (1) in front of the things you must do once or twice a week.

d. Number the remaining responsibilities with a 2, 3, or 4 according to order of importance. Give number 2 to the most important of the remaining responsibilities.

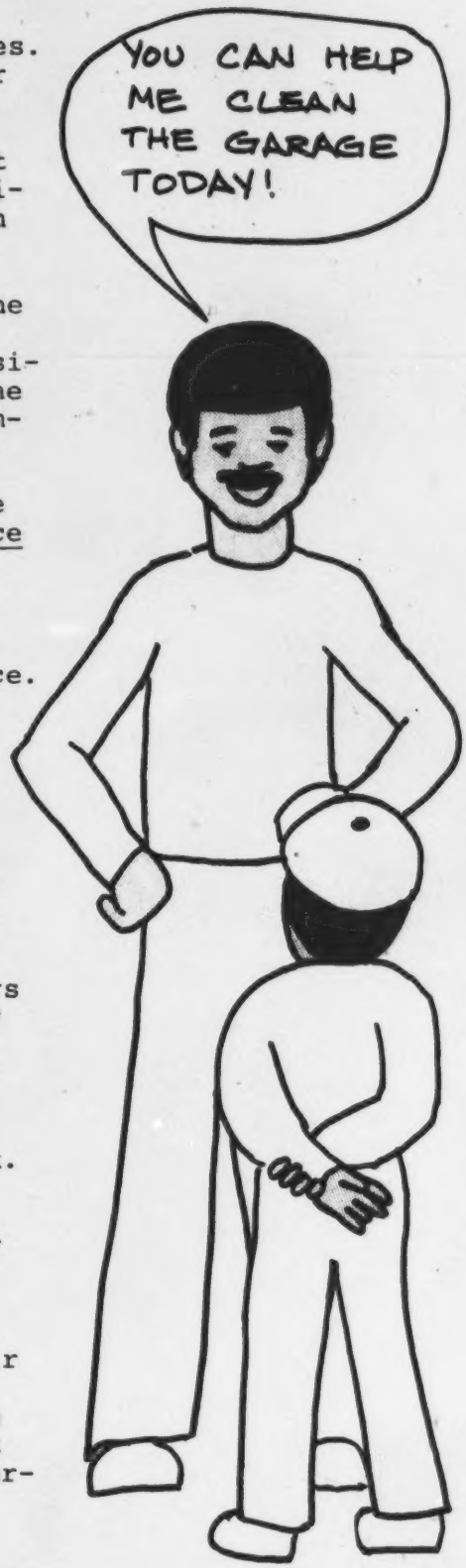
STEP 3. Delegate (assign to others) responsibilities when possible.

a. Decide if other family members can help you. Look at your lists. Can other family members help you with any of the tasks?

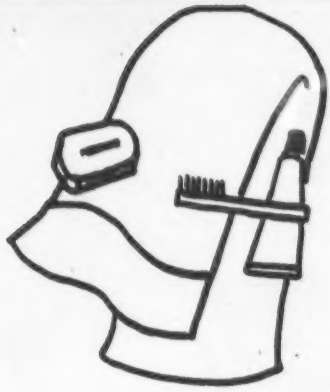
b. Check off the items others can do.

c. Determine who will do each task. Assign responsibilities. Or allow children, spouse, and/or parent to select the tasks they most want to do.

d. Follow through. Check to see that others are fulfilling their responsibilities. This supervisory responsibility will give you practice in management. It will help you learn how to supervise others effectively.

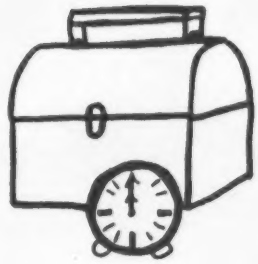


STEP 4. Allow time to fulfill your responsibilities to your home, your children, and yourself.



a. Figure the amount of time you have to fulfill home responsibilities. Subtract sleep and work hours from the number of hours in a day.

24 hours in a day
- 8 hours for work
16 hours
- 8 hours for sleep
8 hours for responsibilities at home and other activities.



b. Figure the amount of time you need to do the things labeled zero (0).

c. Figure the amount of time you need to do the things labeled one (1).

d. Make out a schedule for one week. Fill out the schedule on Part 1 of Worksheet 6.03A. Record the responsibilities you must fulfill. Record the time you will do each one. Include working time, sleeping time, and eating time, too.

e. Add items numbered two (2) where there is room on your schedule. Change the time you will spend on tasks if necessary.

f. Add items numbered three (3) and four (4). Can you fit them into your schedule? Maybe you can fit them in for a 10- or 15-minute period each week. Maybe you can spend less time on something else.

STEP 5. Adapt schedule when necessary.

a. Find out why priorities change from day to day. Read the situations on Part 2 of Worksheet 6.03A. Identify the priorities on each day. Discuss the questions at the end of the activity.

b. Follow your schedule for one week.

c. Record each time you have to make a change in the schedule.

d. Analyze your daily commitments and how priorities change. Do you think you will be able to follow a schedule exactly? Why? Why not? Do you think responsibilities will shift in their priority? Why?

e. Explain why it is important to have a schedule. Then, explain why you must be able to change the schedule as needed. Discuss the topic with other participants. Then, write your explanation on Part 3 of Worksheet 6.03A.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

INFORMATION SHEET 6.03A

Part A

Following is a list of household chores. There are many chores that are not listed. Each person has a different set of chores he or she must do. So do you. Cross out the ones you don't need to do. Add chores you must do that are not on the list.

1. shop for groceries
2. plan well-balanced meals
3. prepare meals
4. do laundry
5. clean house
6. pay bills
7. attend meetings (PTA, church, professional meetings, etc.)
8. shop for clothing
9. mend clothes
10. do lawn and garden work or shovel snow
11. maintain car
12. arrange for and keep medical, hair, and other appointments

Part B

Following are some responsibilities you have to your children. Add other items to the list. Cross out the items that don't apply to your situation and children (e.g., driving children to functions).

1. make sure children are clean and well groomed
2. plan children's meals
3. spend time talking with your children
4. buy and mend clothes
5. become involved in children's activities (room parent, den parent)
6. arrange for lessons (piano, dance)
7. drive children to functions
8. make and get children to doctors' appointments
9. arrange for and take children to babysitter or child care center

Part C

People must allow time for themselves. People need time to do things that make for happier living. Some ideas are listed below. Add other ideas to the list.

1. sleep
2. eat
3. relax--read a novel, take a hike, sew, play tennis
4. exercise--swim, walk, play baseball
5. meet and talk with friends
6. continue your education--take evening classes, read about current events
7. become involved in church and charity work--volunteer at a hospital, attend church and church meetings

WORKSHEET 6.03A

Part 1

Fill in the schedule below. Record each responsibility you must fulfill. Write it next to the time you will do it. Two responsibilities can share a time if necessary.

Time	Sun.	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.
6:00 a.m.- 7:00 a.m.							
7:00 a.m.- 8:00 a.m.							
8:00 a.m.- 9:00 a.m.							
9:00 a.m.- 10:00 a.m.							
10:00 a.m.- 11:00 a.m.							
11:00 a.m.- Noon							
Noon- 1:00 p.m.							
1:00 p.m.- 2:00 p.m.							

Time	Sun.	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.
2:00 p.m.- 3:00 p.m.							
3:00 p.m.- 4:00 p.m.							
4:00 p.m.- 5:00 p.m.							
5:00 p.m.- 6:00 p.m.							
6:00 p.m.- 7:00 p.m.							
7:00 p.m.- 8:00 p.m.							
8:00 p.m.- 9:00 p.m.							
9:00 p.m.- 10:00 p.m.							
10:00 p.m.- 11:00 p.m.							
11:00 p.m.- Midnight							

Part 2

Read the family situations described below.

Day 1

John has planned to do the laundry (2 hours), shop for groceries (1 hour), and read a book (2 hours). He will do this during the 5 hours between 6:00 p.m. and 11:00 p.m. These responsibilities are important. John has no clean clothes. He is having guests for dinner tomorrow. He needs some time to relax.

At 7:00, John's mother calls. She needs a ride to the emergency room. She has cut her finger. She thinks she will need stitches. John thinks it will take 2½ hours to help his mother.

What were John's priorities at the beginning of the evening? What do you think they are now?

Beginning priorities	Final priorities
1.	
2.	
3.	

Day 2

John has planned to do the following after work today: (1) take the children to the dentist from 6:00 until 7:00, (2) scrub the kitchen floor from 7:00 until 8:00, and (3) have guests to dinner from 8:00 until 11:00.

The dentist's secretary calls. She changes John's appointment to next week. What were John's priorities at the beginning of the evening? What do you think they are now?

Beginning priorities	Final priorities
1.	
2.	

NOW . . .

Compare the priorities from one day to the next. Did the priorities change? Why? Discuss the idea of changing priorities with other participants. How does each person decide on priorities? How can you make changes in your schedule?

Discuss John's final priorities you listed on Day 2. Did you list any priorities from Day 1 in this column? Why? Why not? Can you postpone some responsibilities to another day or time?

Part 3

Explain why it is important to have a schedule.

Explain why you must be able to change your schedule as needed.

Evaluation Checklist

COMPETENCY 6.0: ASSUME RESPONSIBILITIES

TASK 6.03: Manage Personal Responsibilities

OPERATIONAL UNIT 6.03A: Manage Responsibilities of Family Living

YOUR CHECKLIST		Did you:	INSTRUCTOR CHECKLIST
☐	1.	Identify responsibilities at home?	☐
☐	2.	Prioritize your responsibilities?	☐
☐	3.	Delegate responsibilities when possible?	☐
☐	4.	Allow time to fulfill your responsibilities to your home, your children, and yourself?	☐
☐	5.	Adapt your schedule when necessary?	☐

Instructor_____

COMPETENCY 6.0: ASSUME RESPONSIBILITIES

TASK 6.03: Manage Personal Responsibilities

OPERATIONAL UNIT 6.03B: **Manage Personal Finances**

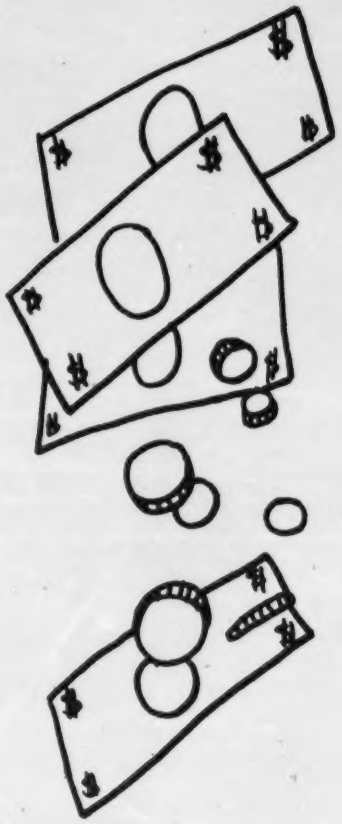
Performance Objective: *Given family income and expenses, the learner will be able to set up and follow a budget to the satisfaction of the instructor.*

STEP 1. Identify the total amount of your monthly income.

a. Record the amount of money you earn in one month.

b. Record the amount of money others earn and give to you.

c. Add the amounts. Write the total on the budget plan. It is on Part 1 of Worksheet 6.03B.



STEP 2. List the expenses you have each month.

a. Look at the kinds of expenses listed on the budget. (See Part 1 of Worksheet 6.03B.)

b. Cross out the expenses you do not have. Add other expenses you do have. (Remember to budget for all work expenses--parking, lunch, transportation, etc.)

c. Record the amount you usually need for each expense. Example: Telephone - $20.

STEP 3. Compare income and expenses.

a. Add the list of expense amounts.

b. Look at the total expense figure. Then look at the total income figure. Do you have enough income to cover expenses?

STEP 4. Reduce your expenses, if necessary.

a. Lower the amount you spend on some expenses like clothing, food, entertainment.

b. Plan other ways to lower expenses (e.g., lower thermostat, join a car pool). Discuss your ideas with other participants. Make a list of the ideas.

c. Eliminate some expenses for a time (e.g., cleaners, entertainment).

STEP 5. Find other sources of income, if necessary.

a. See if you can find a part-time or temporary job. Consider things like babysitting, doing household repair jobs, working evenings at a department or grocery store.

b. Find out if there are ways for you to develop more skills. Can you enroll in a class? in a training program? Will your income increase if your skills do?

c. Encourage other family members to find work. Even young members can find work babysitting, mowing lawns, doing errands, etc. Point out how important each person is. Find ways to give credit and recognition to contributing persons.

d. Make a list of possible sources of income. Discuss your ideas with other participants. Get their ideas. Then, list the ideas that are acceptable to you--the ones you could pursue.

STEP 6. Match income to expenses.

a. Make changes in your budget. Lower expenses and/or raise income, if necessary. Allow for savings, if possible.

b. Record your final budget figures and items on the budget. It is on Part 2 of Worksheet 6.03B.

c. Ask your instructor to review your lists and budget. Ask for advice, if necessary.

STEP 7. Keep accurate and complete records.

a. Keep all your records in one book. Get a spiral-bound tablet. Keep your records in this tablet.

b. Title each page with the name of an expense. List the budgeted amount for each expense on the same page.

c. List each amount you spend for one month. Make sure to list on the correct page.

d. Keep track of how much money you have left. Do not spend money you don't have.

STEP 8. Practice wise use of credit.

a. Record each amount you charge to a credit card. Write the word "charge" after the amount.

b. Keep track of how much money you have after each purchase. Do not charge more money than you have allotted.

c. Pay your bills on time. You will have to pay interest if you don't. Interest is money you pay for the use of money. Interest is extra expense. Avoid it whenever you can.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your budget record book and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

WORKSHEET 6.03B

Part 1: Budget Plan

	Amount
Income	$_____
Expenses . . .	
Groceries	
Rent or House Payment	
Gas	
Electricity	
Telephone	
Car Payment	
Gasoline	
Clothing	
Medical	
Cleaners	
Insurance	
Church/charities	
Taxes	
Work expenses (parking, bus, etc.)	
Tuition	
Entertainment	
Total Expenses	$_____

75

Part 2: Budget

Income

Total Income $_____

Expenses

Total Expenses $_____

77

Evaluation Checklist

COMPETENCY 6.0: ASSUME RESPONSIBILITIES

TASK 6.03: Manage Personal Responsibilities

OPERATIONAL UNIT 6.03B: Manage Personal Finances

YOUR CHECKLIST		Did you:	INSTRUCTOR CHECKLIST
☐	1.	Identify the total amount of your monthly income?	☐
☐	2.	List the expenses you have each month?	☐
☐	3.	Compare income and expenses?	☐
☐	4.	Reduce expenses, if necessary?	☐
☐	5.	Find other sources of income, if necessary?	☐
☐	6.	Match income to expenses?	☐
☐	7.	Keep accurate and complete records?	☐
☐	8.	Practice wise use of credit?	☐

Instructor_____